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ABSTRACT

The Chief State School Officers of the Southern Regional Education Board (SREB) have adopted a recommendation calling for comparable state measures of educational progress through multiple indicators, including student achievement. Current state criterion-referenced testing programs provide information regarding specific student skills and progress toward standards; nationally-normed tests provide comparative data for many grade levels and for multiple subject areas. This document contains summaries of state testing programs and test results for the SREB states, compiled from information provided by the State Department of Education in each state. The 15 SREB states include: (1) Alabama; (2) Arkansas; (3) Florida; (4) Georgia; (5) Kentucky; (6) Louisiana; (7) Maryland; (8) Mississippi; (9) North Carolina; (10) Oklahoma; (11) South Carolina; (12) Tennessee; (13) Texas; (14) Virginia; and (15) West Virginia. The summaries contain a brief description of the testing program of each state (mandate, purpose, subject, and grade levels) and a discussion of state-developed criterion-referenced tests, nationally-normed tests, and trends in student achievement. (PN)

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Student Achievement: Test Results in the SREB States, 1985

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SREB

Southern Regional Education Board

Student Achievement: Test Results in the SREB States, 1985

Lynn M. Cornett

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Table of Contents

Student Testing in the SREB States 1

Individual State Results:

Alabama 5

Arkansas 8

Florida 11

Georgia 14

Kentucky 17

Louisiana 19

Maryland 22

Mississippi 24

North Carolina 25

Oklahoma 28

South Carolina 29

Tennessee 32

Texas 34

Virginia 37

West Virginia 39

Student Testing in the SREB States

The Southern Regional Education Board's 1984 report, Measuring Educational Progress in the South: Student Achievement, outlined the importance of maintaining the momentum for improving education in the South and stressed that assessments of student achievement give educational and political leaders the information they need to sustain public and financial support for educational improvement.

The initial focus of SREB's work to promote the assessment of educational progress has been on the primary importance of student learning, recognizing that other outcomes are important, and that assessment of progress must also determine whether resources are adequate to meet goals. Participation and access must be considered as student acheivement is measured; merely excluding students to improve overall student performance does not promote educational progress. Multiple data sources are needed to assess the progress of students and the effects of educational reform, especially beyond minimum competencies.

State student assessment programs in the region include norm-referenced testing (student scores are compared to a national group of students who have taken the test) and criterion-referenced testing, in which student performance is compared to pre-determined standards. The criterion-referenced tests are designed by states to measure student skills and competencies at various grade levels. The results are used to diagnose student

strengths and weaknesses and to guide curriculum decisions. Three SREB states report using norm-referenced tests only; three states use criterion-referenced only; and eight states use both types of tests. High school minimum competency graduation tests (criterion-referenced tests) are in place or mandated in 10 SREB states.

The results of state testing programs are encouraging; almost all show student progress on criterion-referenced tests at all grade levels. Most students possess minimum basic skills in reading and mathematics, according to scores. For instance, in one state 95 percent of sixth-graders could recognize synonyms, and 87 percent of third-graders could divide whole numbers. Results from high school graduation tests show about 90 percent of the students passing on their first attempt, with only small numbers not passing after repeated testing. However, results also show that higher order skills are often lacking. For instance, only half of the high school students in one state can solve problems about personal finances; in another state, only half can work problems of perimeter and area. In still another state, only two-thirds of the students could select the correct mathematical operation to solve problems.

In 1985, statewide testing programs show only slight changes from a year earlier, although testing programs have been expanded to additional grades in some states. Oklahoma is putting in place a norm-referenced testing program. Mississippi, Kentucky, and Tennessee are implementing competency testing. South Carolina and

Texas have mandated basic skills testing for high school graduation. Georgia legislation provides for all students (rather than a sample) to be tested in a norm-referenced program and for the state to participate in the National Assessment of Educational Progress (NAEP).

The Chief State School Officers have adopted a recommendation calling for comparable state measures of educational progress through multiple indicators, including student achievement. A center has been established for pursuing models for the collection of data which can be compared on a state-by-state basis and across the nation. Current state criterion-referenced testing programs provide information about specific student skills and progress toward standards; nationally-normed tests provide comparative data for many grade levels and for multiple subject areas. State testing programs do not provide data for truly national, regional, or state-by state comparisons. (For instance, no more than three SREB states use the same nationally-normed test and those results may be reported for different grade levels.)

The fact that current and comparable data for state and national comparisons do not exist has focused special attention on an SREB project aimed at providing this information. A recently completed project by SREB and the National Assessment of Educational Progress in conjunction with Florida, Tennessee, and Virginia assessed reading of 11th grade students in those states and showed the feasibility of providing states with comparisons of their students with other states, the region, and the nation. The

program was designed to supplement current diagnostic testing programs by providing heretofore unavailable comparative results. SREB's publication, Measuring Student Achievement: Comparable Test Results for Participating Southern States, the South, and the Nation describes the pilot project and its results.

Following are summaries of state testing programs and test results for the SREB states, compiled from information provided by the State Department of Education in each state.

ALABAMA

The state of Alabama has a three-part testing program which includes state criterion-referenced tests, nationally normed tests, and a minimum competency test for high school graduates. The State of Alabama Testing Program has been enhanced by the addition of the Otis-Lennon School Ability Test, the Ohio Vocational Interest Survey, and the Differential Aptitude Test. The Ohio Vocational Interest Survey and the Differential Aptitude Test will be given for the first time during the 1985-86 school year. The California Achievement Test has been replaced by the Stanford Achievement Test. Basic Competency Tests for grades 3, 6, and 9 have been revised, and the Alabama High School Graduation Examination is revised before every administration.

State-Developed Criterion-Referenced Tests

Alabama Basic Competency Test

Mandate:	State Board of Education, 1977
Purpose:	Minimum Competence as well as design of the curriculum
Subject:	Reading, Mathematics, Language, Writing, (for local grading only)
Grades:	3, 6, 9 (All students)*

Results for Spring 1985:

Alabama Basic Competency Tests

(All scores are reported in terms of percentage of students mastering a particular competency.)

Grade 3

Reading	Mastery levels of students ranged from 77 percent (dictionary definitions and using sources) to 99 percent (word recognition)
Language	Mastery ranged from 74 percent (supply information) to 94 percent (noun forms and grouping similar words).
Mathematics	Mastery ranged from 67 percent (selecting operation used to solve problems) to 99 percent (reading and interpreting bar graphs).

Grade 6

Reading	Mastery ranged from 78 to 97 percent; using alphabetical organization was the most difficult, contractions the easiest.

*"All students" (here and in the following profiles) indicates testing of the total population of students for whom the tests are appropriate.

Language — Mastery ranged from 68 to 98 percent; using the apostrophe and the possessive was the most difficult, substituting pronouns for nouns the easiest.

Mathematics — Mastery ranged from 31 to 98 percent for each competency. Most difficulties were encountered with finding the area of a rectangle, while interpreting bar, circle, and line graphs and reading and writing money values to $200.00 were the easiest.

Grade 9

Reading — 78 to 97 percent of the students mastered the competencies. Words from daily life and alphabetical organization were mastered by the smallest number of students; abbreviations, reference sources, and following directions were mastered by the most.

Language — Mastery ranged from 60 percent on verb forms and subject/verb agreement to 98 percent on supplying information and using the comma in a series.

Mathematics — 47 percent of the students mastered finding the area of a rectangle, while 46 percent were able to convert customary and metric measures; 96 percent of the students mastered the computation of whole numbers and identifying geometric forms and concepts.

Alabama High School Graduation Examinations

Mandate: State Board of Education, 1977, 1981
Purpose: Award high school diploma beginning with class of 1985
Subject: Minimum competence in Reading, Mathematics, Language
Grade: Students have two chances in the 11th and two in the 12th grade to pass the graduation tests (all students)

(The percentage of students mastering subjects is based on the number of students taking the examination for the first time.)

Results for Fall 1984:

Reading — 97 percent passed, 3 percent failed. The percentage of students mastering the various competencies ranged from 88 percent on context clues to 100 percent on abbreviations.

Language — 92 percent passed, 8 percent failed. The range of mastery was from 72 percent on the proper format for a business letter to 99 percent on pronoun-antecedent agreement.

Mathematics — 92 percent passed, 8 percent failed. 64 percent of all students mastered the required competency which dealt with finding the area of a rectangle; 99 percent could read and write money values and numbers.

Nationally-Normed Tests

Stanford Achievement Tests
(1982 Edition; Levels; Primary I, Primary II, Intermediate I, Intermediate II, Advanced, Task II; Form: F)

Mandate: State Board of Education
Purpose: National comparisons as well as curriculum decisions
Subjects: Reading, Mathematics, Listening, Language, Science, Social Science
Grades: 1, 2, 4, 5, 7, 8, 10 (all students)

Results for Spring 1985:

Stanford Achievement Tests

(All results are reported in terms of percentile scores).

	Grade 1	Grade 2	Grade 4	Grade 5	Grade 7	Grade 8	Grade 10
Total Reading	49	48	48	43	40	45	44
Total Listening	47	47	46	43	41	40	--
Total Language	--	--	56	51	49	51	52
Total Mathematics	44	54	53	53	48	49	50
Science/Environment	--	54	--	53	--	41	46
Social Science	--	--	--	43	--	47	43
Total Battery	--	51	--	48	--	46	47

Trends in Student Achievement

According to the State Department of Education, the data available on the basic competency tests indicate an overall increase in the level of mastery of basic competencies in all three grades (3, 6, and 9). Mathematics still produces the lowest level of competency, with the determination of rectangular areas being the most difficult of the competencies to master. On the high school graduation examination, a higher percentage of students passed in all three areas (Reading, Language, and Mathematics) than in 1983.

ARKANSAS

The state of Arkansas employs norm-referenced tests at the elementary and secondary levels as well as criterion-referenced tests in reading and mathematics at three grades. The additional areas of social studies, science, and language arts will be added during subsequent testing years, due to the Competency-Based Assessment Act of 1983. Beginning in 1985-86, academic skills plans to insure remediation must be developed for students in the third and sixth grades who fail to achieve mastery. Beginning with the 1987-88 testing, eighth grade students who do not achieve mastery will not be promoted to the ninth grade. Several opportunities to retake the test will be given.

State-Developed Criterion-Referenced Tests

Minimum Performance Tests

Mandate: Legislative
Purpose: Diagnostic information; beginning 1987-88, promotion to ninth grade
Subjects: Reading, mathematics
Grades: 3, 6, 8 (All students)

Results for 1984-85:

Minimum Performance Tests

Scores on the Minimum Performance Tests are reported by objective and by total test. When looking at the percentage of students mastering objectives, 70 percent has been chosen as an arbitrary goal on a statewide basis. Total test mastery is based on a mastery level established by the State Board of Education. Grade 3 reading was mastered by 84 percent of the students statewide, while 90 percent mastered mathematics. In grade 6, 81 percent mastered reading and 85 percent mastered mathematics. At grade 8, 85 percent mastered reading and 82 percent mastered mathematics.

Grade 3

Reading: The percentage of students mastering the objectives ranged from 67 percent on using guide words to 99 percent on recognizing basic vocabulary words. (70 percent achieved mastery on 22 of 23 objectives.)

Mathematics: Scores ranged from 72 percent of the students mastering the ability to check subtraction by adding to 96 percent being able to add 2 two-digit numbers without regrouping. (70 percent achieved mastery on 14 of 14 objectives.)

Grade 6

Reading: Scores ranged from 60 percent of the students mastering expanded vocabulary by the use of homonyms to 98 percent being able to use punctuation for word meaning. (26 of 28 objectives were mastered by 70 percent of the students.)

Mathematics: 67 percent of the students were able to relate freezing and boiling points and identify quadrilaterals, but 92 percent could add 5-digit numbers with regrouping. (11 of 14 objectives were mastered by 70 percent of the students).

Grade 8

Reading: 70 percent of the students could ascertain facts from opinions, while 92 percent could distinguish reality from fantasy in reading passages and locate information from maps, charts, graphs or tables. (70 percent mastered 20 of 20 objectives.)

Mathematics: Ranges were from 49 percent on converting units of measure and solving percent word problems to 96 percent on adding whole numbers. (70 percent of the students mastered 22 of 30 objectives.)

Nationally-Normed Tests

Science Research Associates (SRA) Achievement Series
(1978 Edition, Form 1)

Mandate: Legislative
Purpose: National comparisons at the state and local levels
Subjects: Reading, mathematics, language arts
Grades: 4, 7, 10 (All students)

Results for 1982-83, 1984-85:

Science Research Associates Achievement Series
(All scores are reported in percentile ranks)

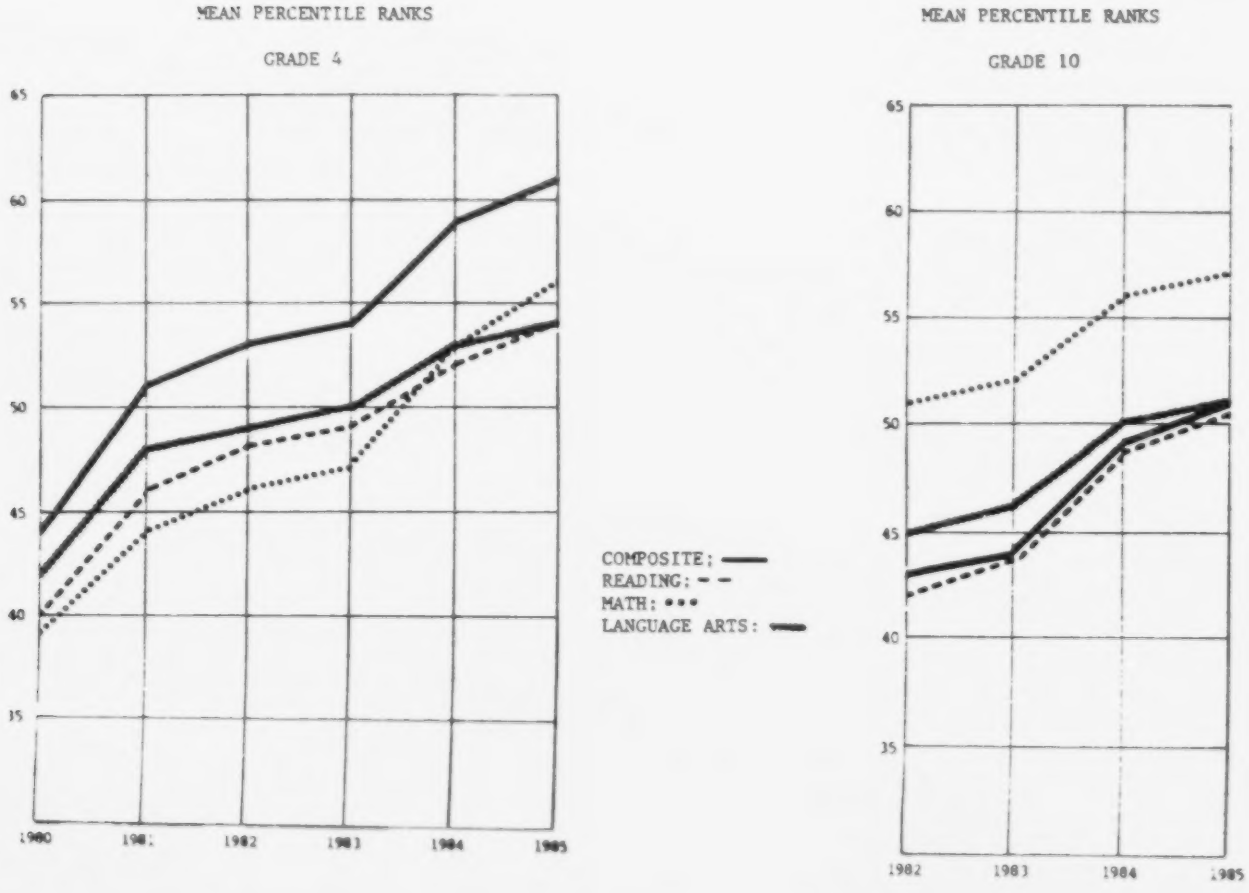
	Grade 4		Grade 7		Grade 10	
	1983	1985	1983	1985	1983	1985
Reading	49	54	48	56	44	54
Mathematics	47	56	52	58	52	57
Language Arts	50	54	53	55	46	51
Composite	54	61	54	57	44	51

Trends in Educational Achievement

According to the Department of Education, a trend for gradual but steady improvement in basic skills achievement by Arkansas students compared to students nationwide continued in the 1984-85 school year. (See figure for grade 4 and grade 10 trends on the SRA.) Also, steady improvement continues in mastery of the state's own goals for achievement in basic skills.

The Minimum Performance Test, developed by a committee of Arkansas teachers, was field-tested for two years on a sample of students in grades three, six, and eight before being given to all students in those grades in 1982 and again in 1983. Comparing 1984 and 1985 results on the state Minimum Performance Tests shows that, overall, student performance in 1985 improved slightly from 1984 in the terms of the number of ojectives mastered by 70 percent or more of the students tested.

Arkansas Percentile Scores on the
Science Research Associates Achievement Series
(Mean Percentile Ranks)



FLORIDA

The Florida testing program consists of state-developed tests for elementary and secondary students.

State-Developed Criterion-Referenced Tests

State Student Assessment Test of Basic Skills (SSAT-I)

Mandate: Legislative, 1971, 1976
Purpose: Provide information for student promotions; state-level and district-level data to be used for assessing how well districts and schools are meeting standards; identification of educational needs
Subjects: Reading, writing, mathematics; test of Economic Understanding
Grades: 3, 5, 8, 10 (All students) Economic Understanding Test (sample, grades 5, 8, and 10)

Results for 1983, 1984:

SSAT-I Scores
Average Percent Mastery Across All Performance Standards

	Grade 3		Grade 5		Grade 8		Grade 10	
	1983	1984	1983	1984	1983	1984	1983	1984
Reading	92	93	89	93	88	90	88	90
Writing	96	97	92	91	93	94	86	91
Mathematics	92	93	87	88	87	88	85	87

Percentage of Students Mastering at Least Three-Fourths of the Minimum Performance Standards

Reading	86	87	82	89	80	83	77	76
Writing	90	92	75	90	90	91	57	90
Mathematics	83	88	80	82	75	84	76	75

State Student Assessment Test of Basic Skills (SSAT-II)

Mandate: Legislative, 1971, 1976
Purpose: High school graduation
Subjects: Reading, writing, mathematics
Grades: First administered in 10, can be repeated in 11, 12 (All regular high school students and students completing diplomas through an adult high school program)

1983, 1984 Results:

SSAT-II Scores
Percentage of Students in Grade 10 Passing the SSAT-II on First Try

	1983	1984
Communication skills (reading, writing)	95	91
Mathematics	78	87
Both Sections	77	84

Trends in Student Achievement

According to the Florida Department of Education, the most significant increases in performance on the SSAT-I and SSAT-II occurred between 1977 and 1979. Both tests were administered in October of 1977, one year after the passage of the 1976 Accountability Act. This Act specified that performance on these two tests would be a high school diploma requirement in 1979. The 64 percent performance (mathematics) on the SSAT-II in 1977 jumped to 78 percent in 1979, and increased to 84 percent in 1984. The communication skills performance went from 92 percent to 98 percent and then dropped back to 95 percent in 1981 when the test administration dates were changed from October of the eleventh grade to March of the tenth grade.

The following tables show the percentage of students mastering the minimum performance standards for the last six years:

Minimum Performance Standards (SSAT-I)

	Reading	Writing	Mathematics
		Grade 3	
1979	85	90	87
1980	86	90	87
1981	89	92	90
1982	91	95	90
1983	92	96	92
1984	93	97	93

Minimum Performance Standards (SSAT-I)

	Reading	Writing	Mathematics
		Grade 5	
1979	82	83	81
1980	85	86	81
1981	87	87	85
1982	90	90	86
1983	89	92	87
1984	95	91	88
		Grade 8	
1979	79	85	79
1980	83	86	80
1981	85	88	82
1982	88	92	85
1983	88	93	87
1984	90	94	88
		Grade 10 or 11	
1979	85+	80+	82+
1980	88+	81+	80+
1981	89+	84+	85*
1982	89*	84*	81*
1983	88*	86*	85*
1984	90*	91*	87*

+Eleventh grade administration
*Tenth grade administration

Percentage of Grade 10 or 11 Students Passing the SSAT-II on First Try

	Communication	Mathematics
1979	97+	78+
1980	98+	78+
1981	95*	78*
1982	95*	78*
1983	95*	78*
1984	91*	87*

+Eleventh grade administration
*Tenth grade administration

GEORGIA

The testing program in Georgia includes criterion-referenced testing in grades 1, 4, and 8 as well as the administration of nationally-normed tests to a sample of students in the state. Changes in the current program include requiring criterion-referenced tests in grades 3 and 6 (in 1985-86). The tests for grade 4 will become optional. In the 1985-86 school year, third-graders must pass the tests in reading and mathematics before entering the fourth grade. The Basic Skills Tests for high school students will be expanded to include writing in the fall of 1985; this will be a full-scale pilot administration. In the fall of 1987, students taking the Basic Skills Tests must pass the writing as well as reading and mathematics tests as a part of graduation requirements.

The 1985-86 school year calls for norm-referenced testing which will include all students in grades 2, 4, 7, and 9. New legislation also requires a pre-first grade readiness assessment. The assessment will be piloted for two years. Kindergarten students being assessed in the spring of 1988 will have to pass the test before entering first grade. In addition, Georgia will participate in the National Assessment of Educational Programs (NAEP) in Fiscal Year 1987.

State-Developed Criterion-Referenced Tests

Criterion-Referenced Tests

Mandate:	Georgia Board of Education, 1973
Purpose:	Identify individual weaknesses; identify strengths and weaknesses of certain groups; select curriculum materials; counsel students; report to parents
Subjects:	Reading, mathematics, career development
Grades:	1, 4, 8 (All students)

Spring 1985 Results:

Criterion-Referenced Tests
(Percentage of Students Achieving Skills)

Grade 4

Reading	Percentages range from 56 on inferential comprehension to 70 on literal comprehension and 60 on problem solving.
Mathematics	Percentage of students achieving skills range from 68 on problem solving to 81 on component operations.
Career Development	Ranges were from 72 percent on knowledge of relation of education to work to 79 percent on self-understanding

Grade 8

Reading	Percentages range from 66 percent on literal comprehension to 73 percent on problem solving and 74 percent on inferential comprehension.
Mathematics	74 percent achieved skill on concept identification while 82 percent could handle component operations.
Career Development	73 percent achieved skill on the knowledge of work occupations, while 80 percent achieved knowledge of the relationship between education and work and on decision making.

Basic Skills Test

Mandate:	Georgia Board of Education, 1980
Purpose:	Minimum competency for high school graduation (class of 1986)
Subjects:	Reading, mathematics
Grades:	10 (11 and 12 for those not passing the test) (All students)

1984-85 Results:

Basic Skills Test
(Grade 10)

Percentage of Non-handicapped Students Passing

	Fall 1984	Spring 1985	Total in the Two Administrations
Reading	92	2.8	94.8
Mathematics	86	5.5	91.5

Nationally-Normed Tests

Iowa Test of Basic Skills (ITBS)
(1978-79 Edition, Form 7)

Tests of Academic Progress (TAP)
(1978 Edition, Form 7)

Mandate:	Georgia Board of Education
Purpose:	Provide information for educational planning
Subjects:	(ITBS)-Vocabulary, reading, language, work study, mathematics (TAP)-Composition, reading, mathematics, using information
Grade:	(ITBS)-4, 8; (TAP)-10
Population:	All non-handicapped students (set of questions from the tests are administered so that all items are answered by a representative sample of Georgia students.)

Fall 1983 Results:

Tests of Academic Progress (TAP)
(reported as median grade equivalents--GE, and relationship to national norms--REL)

	Grade 10	
	GE	REL*
Composition	11.0	+8
Reading	10.5	+3
Mathematics	10.9	+6
Using Information	10.9	+7
Total	10.8	+6

*Relationship to National Norms: Negative numbers indicate months below the national norm, positive numbers indicate months above the national norm.

Spring 1984 Results:

Iowa Tests of Basic Skills (ITBS)
(Reported as median grade equivalents--GE, and relationship to national norms--REL)

	Grade 4		Grade 8	
	GE	REL*	GE	REL*
Vocabulary	4.6	-2	8.5	-3
Reading	5.0	+2	8.9	+1
Language	4.5	-3	8.1	-7
Work Study	5.3	+6	9.4	+6
Mathematics	5.2	+4	9.1	+4
Total	4.9	+1	8.8	+1

Trends in Student Achievement

The overall trend in student achievement data at the fourth and eighth grade levels has shown a steady growth pattern during the last six years of testing. The results of the norm-referenced testing at grade 10 show a marked increase over the expected results, according to the Department of Education. This increase is attributed to the influence of the Basic Skills Test as a requirement for high school graduation. The results of the state-developed Basic Skills Test at grade 10 in 1984-85 show slight decreases in the percent passing when compared to the results obtained in 1982-83.

KENTUCKY

The Kentucky Department of Education operates two types of testing programs. The first is a mandated testing program which allows local districts to evaluate their total curriculum. A second program is a free scoring service provided by the state for use by districts that want to supplement local testing. Legislation enacted in 1984 mandates that competency testing in mathematics and reading in all grades be implemented by 1985 with additional tests in writing, spelling, and library skills to be developed the following year.

Nationally-Normed Tests

Kentucky Essential Skills Test (estimated CTBS, 1981 Edition, Form U National Norms)

Tests of Cognitive Skills

(Levels 2, 3, 4, 5 - measure for four aptitudes: sequencing, making analogies, memorizing, verbal reasoning)

Mandate: Legislative, 1978 (amended 1984)
Purpose: District evaluation of curriculum, diagnostic data, national comparisons
Subjects: Reading, writing, mathematics, spelling,and library/research reference skills
Grades: 3, 5, 7, 10 (All students)

1984-85 Results:

Comprehensive Tests of Basic Skills (CTBS)
(All results are national percentiles of state mean achievement scores)

	Grade 3	Grade 5	Grade 7	Grade 10
Reading	57*	53	57	44
Spelling	71	59	62	55
Language	77	62	65	63
Mathematics	65	74	63	60
Battery Total	68	61	60	59
Reference Skills	73	65	61	55
Science	57	51	54	53
Social Studies	64	53	59	61

*Reading Comprehension

Tests of Cognitive Skills
(Measures Four Aptitudes)
(Percentage of students scoring at or above the national median)

Grade 3	Grade 5	Grade 7	Grade 10
52.6	55.9	55.6	46.9

Trends in Student Achievement

Trends for achievement scores between 1982 and 1985 reveal slight increases in scores on reading comprehension, writing, math, and spelling for grades 7 and 10, while the achievement scores for grades 3 and 5 remained relatively stable for these areas.

LOUISIANA

The testing program in Louisiana consists of state-developed criterion-referenced basic skills tests at the elementary and secondary levels. Results of elementary school testing are the principal criteria in promotion decisions, and are used to identify students for compensatory/remedial education programs in grades 2 through 5.

State-Developed Criterion-Referenced Tests

Louisiana Basic Skills Testing Program (BST)

Mandate: Legislative, 1979
Purpose: Promotion decisions and identification of students for compensatory/remedial education programs
Subjects: Language arts (reading, writing); mathematics
Grade: 2, 3, 4, 5 (All students)

1984-85 Results

Current Achievement Levels on Basic Skills Testing Program (BST)
(All scores are reported in average percent correct and are for regular education students only)

	Grade 2	Grade 3	Grade 4	Grade 5
Language Arts	93.6	89.8	89.4	85.0
Mathematics	92.5	88.1	88.8	87.1

For second-graders, the greatest difficulty in language arts was encountered in capitalization; phonetic analysis was the easiest. In mathematics, relations and functions were the most difficult; numeration and sets were the easiest.

For third-graders, the most difficult competency area in language arts was language structure; spelling and vocabulary received the highest percent correct. In mathematics, the third-graders had the greatest difficulty with problem-solving, and relations and functions; the competency areas of geometry, fractions, and operations showed the highest percent correct.

In language arts, fourth-graders were most proficient in phonetic analysis; least proficient in study skills. The most difficult competency area in mathematics was problem solving; the least difficult was numeration.

Fifth-graders scored highest in spelling and lowest in phonetic analysis on the language arts test. In mathematics, problem solving was the most difficult; fractions and operations received the highest percent correct.

Louisiana State Assessment Program

Mandate: Legislative, 1977
Purpose: Diagnostic information
Subjects: Reading, writing, mathematics
Grades: 7, 10 (All students)

1985 Results:

Louisiana State Assessment Program
(average percent correct)

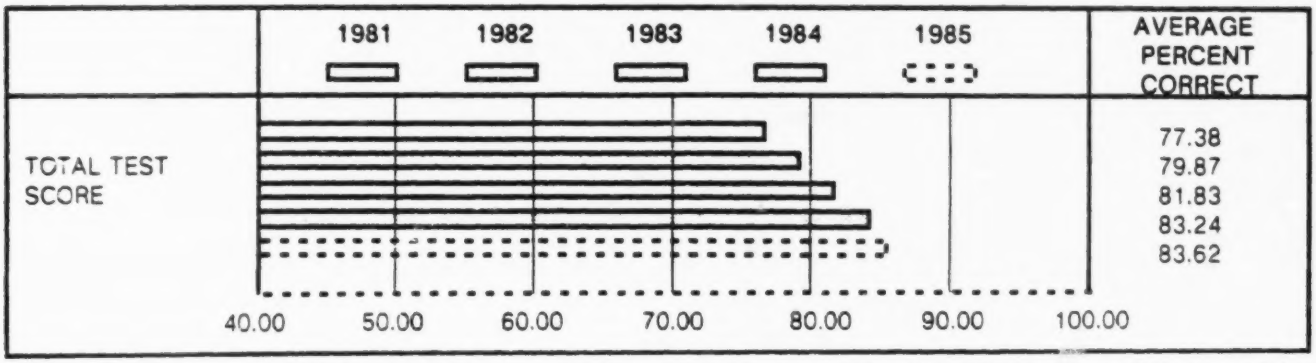
Grade 7		Grade 10	
Reading	83.6	Reading	80.7
Vocabulary	86.6	Vocabulary	73.1
Phonetic Analysis	77.8	Word Attack Skills	85.7
Structural Analysis	92.5	Comprehension	76.9
Comprehension	82.2	Study Skills	88.5
Study Skills	77.1		
Writing	83.4	Writing	79.2
Spelling	85.4	Spelling	83.6
Capitalization	84.6	Capitalization	92.3
Punctuation	85.1	Punctuation	75.7
Language Structure	80.6	Language Structure	69.5
		Organization	79.3
Mathematics	71.2	Mathematics	72.5
Numeration	71.2	Numeration	83.6
Whole Number Operations	87.2	Whole Number Operations	87.8
Fractions and Operations	74.0	Fractions and Operations	66.5
Decimal/Decimal Operations	79.6	Decimal/Decimal Operations	79.6
Percent-Ratio-Proportion	56.1	Percent-Ratio-Proportion	64.1
Relations and Functions	82.6	Relations and Functions	79.4
Measurement and Estimation	84.3	Measurement and Estimation	63.1
Geometry	62.5	Geometry	67.0
Problem Solving	60.9	Problem Solving	63.1

Trends in Student Achievement

Louisiana students have shown slow, but steady, improvement over the years on the majority of tests administered. Data reveal that, typically, rate of improvement is greatest after a test's introduction and begins to level off thereafter. With the exception of fifth grade tests, scores for language arts exceed those for mathematics, although selected subject areas of the latter have reflected spurts in achievement.

LOUISIANA STATE ASSESSMENT PROGRAM

1981-1985 COMPARISONS
GRADE 7 READING
Regular Education

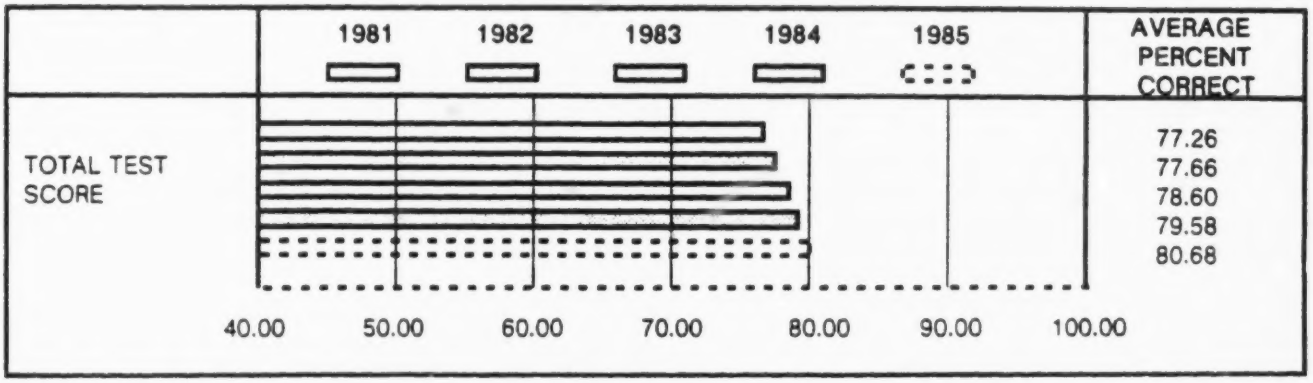


1981 N = 54,314 1982 N = 54,470 1983 N - 55,702 1984 N = 55,555 1985 N = 53,211

SUMMARY OF GRADE 7 – READING PERFORMANCE

For the past four years seventh grade reading scores have moved steadily upward at the rate of about two percentage points each year. Although results for 1985 show a smaller gain than in previous years, reading scores have consistently shown larger gains than writing and mathematics. Substantial gains in reading over the five-year period have occurred in the domains of Reading Comprehension, Study Skills, and Phonetic Analysis.

1981-1985 COMPARISONS
GRADE 10 READING
Regular Education



1981 N = 47,866 1982 N = 47,794 1983 N - 46,510 1984 N = 46,076 1985 N = 45,889

SUMMARY OF GRADE 10 – READING PERFORMANCE

Tenth grade reading scores have increased approximately one percentage point over the five years of testing. Most improvement over this period is noted in the domains of Vocabulary and Comprehension.

MARYLAND

The Maryland Educational Accountability Program includes norm-referenced testing at grades three, five, and eight; and criterion-referenced tests for basic skills at the secondary level.

State-Developed Criterion-Referenced Tests

Maryland Functional Tests of Reading, Writing, Mathematics, and Citizenship Skills

Mandate: Board of Education Resolution, 1979
Purpose: Diagnostic evaluation for individual students, classes, schools, and systems in tested areas. Level II of the Reading, Mathematics, and Writing Tests and the Citizenship Skills Tests also allow a certification decision for determining graduation from high school.
Subjects: Reading-now, mathematics, writing, and citizenship required for graduation beginning with Class of 1987.
Grades: 9-12 (All students)

Results for 1983 and 1984-85:

Maryland Functional Tests of Reading, Writing, Mathematics and Citizenship Skills+
(First testing of 9th-graders)
(Reported as percentage of students passing the examination)

	1983	1984-85
Writing	48*	54.1
Reading	93	93.1
Mathematics	61	61.0
Citizenship	--	58.6

+Students have multiple opportunities to retake the test before high school graduation.

*No-fault administration in first year of testing.

Nationally-Normed Tests

California Achievement Tests
(1977 Edition, Forms 13C, 15C, 18C)

Mandate: Board of Education Resolution, 1979
Purpose: Diagnostic evaluation of instructional program
Subjects: Reading comprehension, language, mathematics are reported; complete range of subjects available
Grades: 3, 5, 8 (All students)

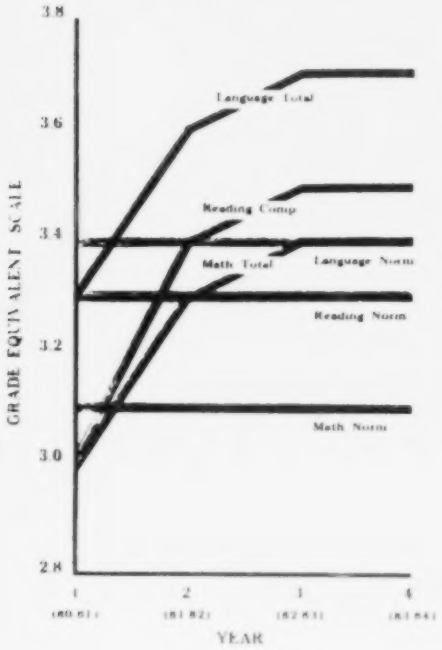
Trends in Student Achievement

Performance of the Maryland students on both the criterion-referenced high school graduation tests and the nationally-normed tests is improving. The trend for grades 3, 5, and 8 on the nationally-normed tests shows an overall pattern of consistent improvement in the performances of these students over the previous years' classes. The 1983-84 Maryland scores not only show continual improvement over the preceding years, but also exceed the national norm sample scores in each category.

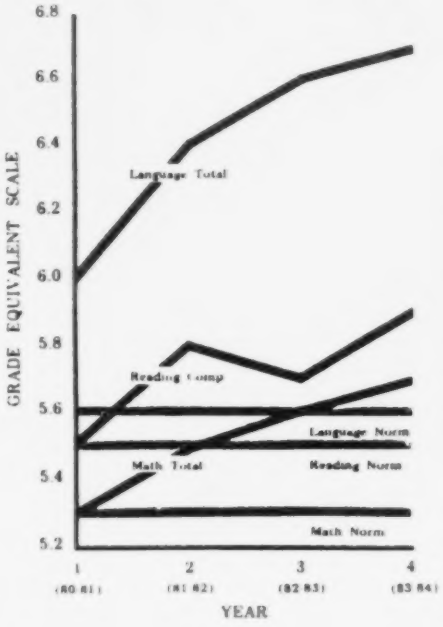
1980-84 Results:

California Achievement Tests
Comparisons to the National Norms
All scores reported in grade equivalents

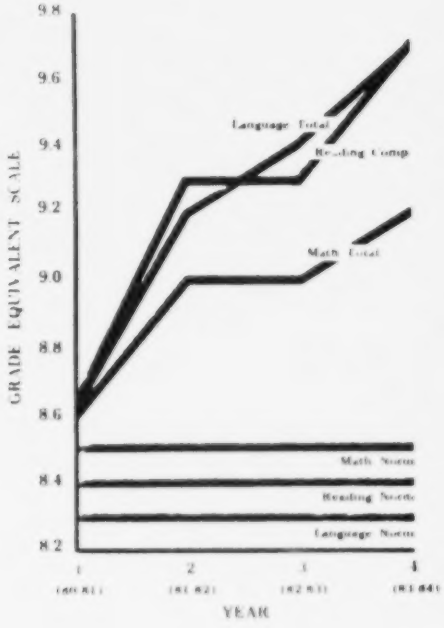
Third Grade



Fifth Grade



Eighth Grade



MISSISSIPPI

Mississippi began the first phase of competency testing mandated in the Education Reform Act of 1982 by administering the minimum competency test to 11th graders in April 1985. The law further called for competency testing in grades 3, 5, and 8. Beginning in the spring of 1986, students in these grades will be tested along with the 11th graders. The competency test is composed of three parts--reading, mathematics, and writing. Each part has two components in grades 3, 5, and 8, and three components in grade 11. The reading, mathematics, and writing components in grades 3, 5, 8, and 11 serve as an assessment of basic skills and functional literacy, with a writing sample required as part of the functional literacy component in grade 11.

State-Developed Criterion-Referenced Tests

BSAP and Functional Skills Test

Mandate:	Legislative, 1982
Purpose:	Assessment of basic skills and functional literacy
Subjects:	Reading, mathematics, and writing
Grades:	3, 5, 8, and 11

BSAP and Functional Skills Test

The implementation of statewide competency testing for grades 3, 5, and 8 will not take place until the spring of 1986. The minimum competency test was administered to 11th graders in the spring of 1985 as part of a pilot program intended to establish passing scores for each component of the basic skills tests and functional skills tests. Pending the outcome of these field tests and modifications, the passing scores should be established by 1988.

NORTH CAROLINA

The North Carolina norm-referenced testing program in 1985-86 will include grades 1, 2, 3, 6, and 8 using the California Achievement Test, Form F, 1985 Edition. North Carolina also administers a state-developed science test to 3rd, 6th, and 8th graders and a writing test to 6th and 8th graders. Additionally, minimum competency tests are given to 10th graders. These tests in reading, mathematics, and writing must be passed in order to graduate.

State-Developed Criterion-Referenced Tests

North Carolina Competency Test

Mandate: Legislative, 1977-1979
Purpose: High school graduation
Subjects: Mathematics, reading, writing
Grades: 10 (11 and 12 for those not passing) (All students)

Results for October 1983 and 1984:

North Carolina Competency Test
(Percentage of 11th-graders passing first time tested)*

	1983	1984
Reading	93	95.2
Mathematics	90	93.8

* 1983, 1984 results are for 11th graders; in 1986, the competency test will be moved to the 10th grade.

Nationally-Normed Tests**

California Achievement Tests
(1977 Edition, Levels 11C, 12C, 13C, 16C, 18C)

Mandate: Legislative, 1977-1978
Purpose: To obtain general measures of performance to compare groups of students
Subjects: Reading, language arts, mathematics, spelling
Grades: 1, 2, 3, 6, 9 (All students)

** State norms are available for writing; science tests are still under development.

1985 Results:

California Achievement Tests
All scores are represented in grade equivalents and percentiles+
(Average student at the national level would perform at the grade level plus .7 or 50th percentile)

	Grade 3		Grade 6		Grade 9	
	Grade Equivalent	Percentile	Grade Equivalent	Percentile	Grade Equivalent	Percentile
Reading	4.0	60	7.1	56	10.2	57
Spelling	4.8	69	8.5	66	--	65
Language	4.6	71	8.3	69	11.4	66
Mathematics	4.1	64	7.5	63	10.3	59
Total Battery	4.2	66	7.5	62	10.5	61

+ Percentiles are based on distribution of individual scores rather than distributions of group averages.

Trends in Student Achievement

With few exceptions, students at all grade levels in North Carolina have maintained or improved performance over the previous year on achievement tests and show a steady increase of scores in all areas. The state also reports that there has been a relative decrease in the proportion of students having the lowest academic performance and an increase in those having the highest. The Department of Education indicates that its data show that the education level of the best educated parent (as recorded by teachers) continues to reveal a strong influence on achievement averages. Trends show improvements in the passing rates for firsttime test-takers on the high school competency test for graduation.

North Carolina Achievement Results for the Years 1979-80 Through 1984-85 for Grades 1, 2, 3, 6, 9
(National average: grade level plus 7 months)

	Grade 1***	
	Reading	Mathematics
1978-80	1.8	2.2
1980-81	1.8	2.3
1981-82	1.9	2.4
1982-83	1.9	2.4
1983-84	1.9	2.1
1984-85	1.9	2.1

*** Tests were criterion-referenced in grades 1 and 2 from 1979-80 to 1982-83.

Grade 2***

	Reading	Mathematics
1978-79	3.1	3.3
1980-81	3.3	3.4
1981-82	3.4	3.5
1982-83	3.4	3.5
1983-84	3.1	3.3
1984-85	3.2	3.3

*** Tests were criterion-referenced in grades 1 and 2 from 1979-80 to 1982-83.

Grade 3

	Reading	Spelling	Language	Mathematics
1979-80	3.7	4.2	4.1	3.9
1980-81	3.9	4.4	4.0	4.0
1981-82	3.9	4.6	4.4	4.1
1982-83	4.0	4.7	4.4	4.1
1983-84	4.0	4.8	4.6	4.2
1984-85	4.0	4.8	4.6	4.1

Grade 6

	Reading	Spelling	Language	Mathematics
1979-80	6.7	8.5	7.4	6.9
1980-81	7.0	8.5	8.0	7.3
1981-82	7.2	8.5	8.2	7.5
1982-83	7.2	8.5	8.3	7.5
1983-84	7.1	8.5	8.3	7.5
1984-85	7.1	8.5	8.3	7.5

Grade 9

	Reading	Spelling	Language	Mathematics
1979-80	9.3	-	10.0	9.4
1980-81	9.8	-	10.4	9.9
1981-82	10.0	-	10.7	10.0
1982-83	10.0	-	11.0	10.0
1983-84	10.1	-	11.2	10.2
1984-85	10.2	-	11.4	10.3

OKLAHOMA

The Oklahoma School Testing Program Act passed by the 1985 legislature called for the establishment of a program to assess student academic achievement through norm-referenced testing. All students in grades 3, 7, and 10 will be tested yearly, beginning in spring, 1986. The tests are to be selected on the basis of learner objectives that have been established by the state. Skills to be tested include reading, mathematics, language arts, communications, science and citizenship. Schools will be required to develop and implement specific programs based on the results of the testing.

A plan to implement a Writing Assessment Component for the testing program will be developed by the State Department of Education by January of 1986 for submission to the legislature.

Norm-Referenced Testing

Oklahoma School Testing Program

Mandate:	Legislative, 1985
Purpose:	Evaluation of public schools, measurement of specific student achievement skills
Subjects:	Reading, mathematics, language arts, communications, science, and citizenship
Grades:	3, 7, 10 (All students)

Oklahoma is currently implementing this program. Suggested Learner Outcomes (SLO) have been developed for grades 1-12 in reading, language arts, science, social studies, and mathematics to provide guidelines for use by districts in planning curriculum and instruction. The outcomes are not considered minimum performance criteria, nor are they being implemented as such. The Suggested Learner Outcomes were developed and validated by committees in the state. The validation process included a correlation of the objectives with a sampling of learner objectives developed by local districts.

The major consideration in choosing the norm-referenced battery of tests for the statewide assessment program will be which tests most accurately measure the learner outcomes.

SOUTH CAROLINA

Criterion- and norm-referenced testing at the elementary and secondary levels are included in the South Carolina testing program.

State-Developed Criterion-Referenced Tests

Cognitive Skills Assessment Battery

Mandate: Legislative, 1978
Purpose: Determine student readiness to enter the first grade
Subjects: Readiness skills prerequisite to reading, writing, and mathematics
Grades: First grade (All students)

Fall, 1984 Results:

The results of these tests indicate the readiness of a student to begin the formal school curriculum in the first grade. In the fall of 1984, 72 percent of the first-graders were classified as ready.

Basic Skills Test

Mandate: Legislative, 1978
Purpose: Identification of student deficiencies for instructional improvement
Subjects: Reading, mathematics, plus writing for grades 6, 8, 11
Grades: 1, 2, 3, 6, 8, 11 (All students)

Spring 1983, 1984 Results:

Basic Skills Test
(Percentage of Students Meeting the BSAP Standards)*

Grades:	1		2		3		6		8		11	
	1983	1984	1983	1982	1983	1984	1983	1984	1983	1984	1983	1984
Mathematics	76	81	76	82	74	79	56	57	42	54	62	64
Reading	75	80	70	75	76	77	61	65	56	60	63	67
Writing							69	72	65	72	67	68

*Minimum standard on reading and mathematics is 700 on a scale that ranges from 200 to 1100. The minimum standard in writing is 3 on a scale which ranges from 1 to 4. The score scales are not common across grades, therefore, caution should be exercised in making performance comparisons across grades.

Nationally-Normed Tests

Comprehensive Tests of Basic Skills (CTBS)
(1981 Edition, Form U, Levels F, H, and J)

Mandate: Legislative, 1977
Purpose: Monitor student achievement relative to the nation
Subjects: Reading, spelling, language, mathematics, reference skills, science, social studies
Grades: 4, 5, 7, 10 (All students)

Results for Spring 1983 and 1985:

Comprehensive Tests of Basic Skills
(Median National Percentiles)*

	Grade 4		Grade 5	Grade 7		Grade 10	
	1983	1985	1985	1983	1985	1983	1985
Reading	42	52	46	41	47	33	44
Spelling	43	53	50	49	56	43	50
Language	46	58	51	44	52	40	54
Mathematics	44	59	57	45	56	41	54
Battery Total	44	56	48	42	50	38	52
Reference Skills	50	63	55	42	50	32	53
Science	42	52	54	50	54	42	55
Social Studies	41	52	48	48	52	46	56

*All percentiles are rounded to nearest whole number

Trends in Student Achievement

The data for the past six years indicate that the percentage of students ready to enter the first grade (according to the test used) has steadily increased from 60 percent in fall 1979 to 72 percent in 1984 (see Table 1). In general, the Department of Education notes socioeconomic background of students is a factor which may give rise to conditions that affect test performance. Four years of data indicate that the weakest performance is exhibited by students who are eligible for free lunch. However, the data also reflect a substantial improvement in the free lunch group (an increase of 16 percentage points from fall 1979 to 1984, compared to an increase of aproximtely 12 percentage points for all students for the same period).

Comparisons of the data in reading and mathematics from the criterion-referenced tests indicate that, from spring 1981 to spring 1984, the percentage of students meeting the standards had generally increased at all grade levels with the exception of eleventh grade mathematics, according to the Department of Education. The Department notes that the decline for eleventh grade mathematics in 1983 may be due to the fact that the 1982 data were estimated from a sample (see Table 2). Writing cannot be compared across years because of a change in test administration.

No trend data were available for the norm-referenced testing program.

Table 1
Cognitive Skills Assessment Battery
(Percentage of All Students Ready to Enter First Grade from Fall 1979 to Fall 1983)

1979	60
1980	64
1981	68
1982	71
1983	73
1984	72

Table 2
Basic Skills Assessment Program
Percentage of Students Meeting Standards*
for Reading and Mathematics, Spring 1981 to Spring 1984

Grades:	1	2	3	6	8	11
Reading:						
1981	70	62	67	55	51	--
1982	72	69	69	62	52	61**
1983	75	70	76	61	56	63
1984	80	75	77	65	60	67
Mathematics						
1981	68	69	61	47	43	--
1982	68	64	68	51	41	64**
1983	76	76	74	56	42	62
1984	81	82	79	57	54	64

*Standard-The minimum standard is set at a score of 700 on a scale that may range from 200 to 1100.

**The percentage meeting the Grade 11 standard in 1982 is an estimate based on sample data.

TENNESSEE

The state of Tennessee currently conducts three testing programs: the High School Proficiency Testing Program, the Basic Skills First Testing Program, and the Norm-Reference Testing Program.

State-Developed Criterion-Referenced Tests

High School Proficiency Test

Mandate: Legislative/State Board of Education
Purpose: Minimum competency for high school graduation
Subjects: Language arts (reading, language, spelling); mathematics
Grades: 9 (10-12 for those not passing 9th grade) (All students)

1982-83, 1984-85 Results:

Tennessee Proficiency Test
(Percentage of Ninth-Grade Non-handicapped Students Passing)

	1982-83	1984-85
Mathematics	87	88
Language Arts	77	78

Basic Skills First Test

Mandate: Legislative/State Board of Education
Purpose: To determine students' mastery of objectives identified in the Basic Skills First curriculum
Subjects: Reading and mathematics
Grades: 3, 6, and 8 (All students)

1984-85 Results:

Basic Skills First Test
(Average Percentage of Objectives Mastered per Grade per Subject)

	Grade 3	Grade 6	Grade 8
Reading	78	65	71
Mathematics	76	62	69

Nationally-Normed Tests

Stanford Achievement Test, 1982 Edition

Mandate: Legislative/State Board of Education
Purpose: Comparisons to nation
Subjects: Reading, mathematics, language, science, social science*
Grades: 2, 5, and 7

1984-85 Results:

Stanford Achievement Test, 1982 Edition
(Percentile Rank of the Mean Scaled Score Using Large Group Norms)

	Grade 2	Grade 5	Grade 7
Reading	54	40	44
Mathematics	69	58	51
Language	79	57	66
Science		51	33
Social Science	47	35	59

*For Grade 2, the language test is titled "spelling" and the combined science/social science test is titled "environment."

Trends in Student Achievement

1984-85 results of the Tennessee Proficiency Test indicate that more students passed both parts of the test than in the previous school year.

1984-85 was the first school year Tennessee implemented the Basic Skills First Program and the state-mandated norm-referenced testing program, so data accurately documenting trends in student achievement in those two areas are not yet available.

TEXAS

The statewide testing program in Texas consists of criterion-referenced tests for Grades 3, 5, and 9, with additional testing/re-testing for Grades 10, 11, and 12 for students who do not demonstrate mastery in the ninth grade. In 1984, the second called session of the 68th legislature mandated some changes in the competency testing program which become effective with the 1985-1986 school year. The program was expanded to include six grades (1, 3, 5, 7, 9, and 11). The exit level test which is administered to 11th graders must be mastered by all students prior to completion of their 12th year. Beginning with the class of 1987, diplomas will be withheld from students who fail to meet this requirement.

State-Developed Criterion-Referenced Tests

Texas Assessment of Basic Skills

Mandate: Legislative, 1979, 1983, 1984
Purpose: To assess basic skills for individual information and provide performance data aggregated by campus, district, and the state to include performance by demographic group and educational program.
Subjects: Reading, mathematics, writing
Grades: 3, 5, 9 (All students)

1984-1985 Results:

Texas Assessment of Basic Skills

Reported as percentage of students mastering each competency. (Mastery if attained by correctly answering at least 3 out of 4 items on each competency.)

Grade 3

Reading — Percents of mastery ranged from 69 percent on identifying the main idea to 94 percent on recognizing words by sight and 97 percent on following written directions.

Mathematics — 69 percent of the students mastered the competency of selecting units of measure; 72 percent could order whole numbers; 95 percent could multiply whole numbers.

Writing — Percents of mastery ranged from 81 percent on punctuation to 81 percent on sentence structure, and 97 percent on spelling. On the written composition (which is graded from 0 to 4, scores of 2, 3, or 4 indicate mastery), 68 percent of the students achieved mastery. On the legibility of handwriting, 99 percent were rated as acceptable.

Grade 5

Reading — 64 percent of the students could identify main ideas, and 73 percent were able to distinguish fact from opinion and predict outcomes; 94 percent could use context clues.

Mathematics — 64 percent of the students mastered the competency of solving word problems involving multiplication and division; 68 percent could interpret place value; 90 percent could add whole numbers; 94 percent were able to interpret graphs.

Writing — 69 percent mastered punctuation, and 77 percent correct English usage; 98 percent mastered spelling. On the written composition, 73 percent had acceptable compositions, and 99 percent had acceptable handwriting.

Grade 9

Reading — 71 percent of the students could use parts of a book, and 70 percent were able to make generalizations; 87 percent could use reference skills; 94 percent could follow written directions.

Mathematics — 57 percent of the students could solve personal financial problems; 52 percent were able to use ratios, proportions, and percents; 96 percent could add and subtract whole numbers.

Writing — 73 percent of the students mastered correct English usage; 94 percent mastered capitalization. On the written composition, 65 percent had acceptable compositions; 98 percent had acceptable handwriting.

Grade 12
(For students who had not mastered the objectives during testing at grades 9, 10, or 11)

Reading — 58 percent could use parts of a book; 45 percent could distinguish fact from opinion; 74 percent could use reference skills and follow written directions.

Mathematics — 39 percent had mastered the use of fractions and mixed numbers; 44 percent could solve personal financial problems; 91 percent had mastered addition and subtraction of whole numbers.

Writing — 75 percent had mastered punctuation; 85 percent could use commonly-used forms; 86 percent mastered capitalization; 48 percent had acceptable compositions; 94 percent had acceptable handwriting.

Trends in Student Achievement

The Texas Assessment of Basic Skills has been in operation for five years (six testing cycles). The following trends have been noted.

Student performance in grades 3, 5, and 9 has shown improvement since the assessment program was initiated in 1980 for reading and mathematics.

Student performance in complex or higher-order skills has improved since 1980, but remains lower than desired.

Student performance on the written composition is inconsistent over the six testing cycles due primarily to changes in the scoring standards.

The percentages of 9th graders mastering the mathematics test increased from 70 percent in 1980 to 84 percent in 1985. For reading, the percentage of 9th graders attaining mastery of the test increased from 70 percent in 1980 to 78 percent in 1985.

VIRGINIA

The Virginia program consists of norm-referenced tests at the elementary and secondary levels; a criterion-referenced assessment program covering language arts and mathematics in grades K-12 (with seven additional subject areas under development); and minimum competency tests for graduation from high school. The State Department of Education provides readiness tests in reading and early mathematics skills for students entering the first grade on an optional basis for local districts. They also provide a series of career development instruments available for use by districts. A pre-kindergarten screening process will be ready for the 1986-87 school year for students who are more than three months under age entering kindergarten.

State-Developed Criterion-Referenced Tests

Minimum Competency Tests for Graduation

Mandate: Legislative, 1978
Purpose: Assess minimal skills for high school graduation; diagnosis
Subjects: Reading, mathematics
Grades: 10 (may be retaken in grades 11 and 12) (All students)

1984-85 Results:

The passing rate for first-time takers (spring, grade 10) showed that 94.9 percent of all students passed both the reading and mathematics tests.

Standards of Learning Assessment Program

Mandate: Legislative, 1976 (for language arts and mathematics, grades 1-6 only)
Purpose: Provide teachers with methods to assess the progress of individual students in attaining basic skills
Subjects: Language arts, mathematics, science, social studies, health, physical education, art, music, and foreign languages.
Grades: K-12

Nationally-Normed Tests

Science Research Associates (SRA) Achievement Battery and Ability Series
(1978 Edition, Form 1)

Mandate: Legislative/State Board of Education
Purpose: National comparisons, diagnosis, curriculum development
Subjects: Reading, language arts, mathematics, social studies, science
Grades: 4, 8, 11 (Census)

1982-83, 1984-85 Results:

Science Research Associates Achievement Tests
Science Research Associates Ability Series
(Reported as percentiles)

	Grade 4		Grade 8		Grade 11	
	1983	1985	1983	1985	1983	1985
Reading	53	57	54	55	55	58
Language	56	60	55	58	55	58
Mathematics	56	59	66	68	60	64
Social Studies	53	55	60	60	50	52
Science	55	57	60	62	54	57
Educational Ability	52	56	58	61	55	62

Trends in Student Achievment

Data from the 1984-85 norm-referenced testing indicate that general achievement was higher than in 1983-84, continuing a 10-year trend of rising test scores. For the minimum competency tests for high school graduation, the rate at which first-time takers pass both tests has stabilized at around 94-95 percent; whereas, on the first administration of the tests in 1978 only 83 percent passed both tests.

WEST VIRGINIA

The West Virginia testing program includes nationally-normed tests for elementary and secondary students in the state. New instruments were selected for the program beginning with the 1984-85 school year.

State-Developed Assessment

Writing Assessment

A legislatively mandated and supported writing assessment (one essay) will be administered in 1985-86 to all students in grades 9 and 11. A holistic scoring procedure will be utilized based on the 1984-85 field test. The state-developed instrument will be used for instructional/curriculum purposes.

Learning Outcomes Testing Program (LOTP)

An item bank of test items is being developed in each curricular area to match the K-12 State Board of Education-approved learning outcomes. The items will be used by teachers to assess student progress toward mastery of the learning outcomes. These items will be used by teachers to generate instructionally relevant and sensitive tests rather than criterion-referenced tests.

Nationally-Normed Tests

Comprehensive Tests of Basic Skills (CTBS)
(1981-82 Edition, Form U)

Cognitive Ability Tests (COGAT)
(1981 Edition, Form 3)

Mandate: Legislative
Purpose: National comparisons and instructional review
Subjects: Reading, language, mathematics, reference skills, science, and social studies
Grades: 3, 6, 9, 11 (All students)

Results for 1983-84:

Comprehensive Tests of Basic Skills (CTBS)
(All scores are percentile ranks relative to the 1972-73 CTBS standardization sample)

	Grade 3	Grade 6	Grade 9	Grade 11
Reading	63	59	58	51
Language	62	61	61	54
Mathematics	58	57	54	49
Basic Skills	61	59	56	49
Science	63	60	58	54
Social Sciences	64	59	59	54

Trends in Student Achievement

The trend data for the last five years in West Virginia reflect an upward change in percentile ranks for all grades in all subject areas. Gains of 6 to 7 percentile points over the last five years are evident for the 3rd-, 6th-, and 9th-graders. Gains for the 11th-graders are in the 3 to 4 point range. The State Department of Education suggests that changes in achievement are due to modification of curriculum to emphasize skills contained in the tests.

West Virginia Results on the Comprehensive Tests of Basic Skills and Cognitive Abilities Tests
(All scores reported as percentile ranks)

	Reading	Language	Mathematics	Basic Skills	Science	Social Studies
			Grade 3			
1978-79	55	53	52	53	53	56
1979-80	58	57	55	56	56	59
1980-81	59	58	55	57	57	60
1981-82	60	60	58	59	60	61
1982-83	62	61	58	60	61	63
1983-84	63	62	58	61	63	64
			Grade 6			
1978-79	52	55	50	51	54	53
1979-80	55	57	52	54	55	55
1980-81	56	58	54	55	57	57
1981-82	58	60	56	58	59	58
1982-83	58	61	56	58	59	58
1983-84	59	61	57	59	60	59
			Grade 9			
1979-80	51	54	48	49	53	53
1980-81	53	55	49	50	54	54
1981-82	54	56	50	52	55	55
1982-83	56	59	53	52	56	57
1983-84	58	61	54	56	58	59
1984-85*	48	54	54	50	50	59
			Grade 11			
1979-80	48	50	45	45	51	51
1980-81	49	52	46	46	52	52
1981-82	50	52	47	47	52	52
1982-83	51	54	49	49	53	53
1983-84	51	54	49	49	54	54
1984-85*	50	54	55	54	49	57

*CTBS Form S (1972-73) used before 1984-85; CTBS Form U (1981-82) used in 1984-85 and after.